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ABSTRACT

A description of the Community College of the Air Force is presented by four of its representatives. The CCAF is modeled on the civilian two-year college. Its courses, specifically related to Air Force specialties, are syntheses of technical education from Air Force courses, related general education from civilian sources, and management education. The background and status of the college are summarized by Lt. Col. Robert E. Hayes. The organizational structure and curriculum development are discussed by Capt. William A. Wojciechowski. The college's transcript service is discussed by Maj. John B. Bradshaw. The college's curricular exchange endeavors are described by Capt. Robert D. Childs. (KM)

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COMMUNITY COLLEGES AND THE AIR FORCE:

A PARTNERSHIP IN CAREER EDUCATION

A presentation given to the American Association of Community and Junior Colleges convention on 26 February 1973 in Anaheim, California.

Presented by four speakers from Community College of the Air Force:

Lt Col Robert E. Hayes
Chief, Career Division

Maj John B. Bradshaw,
Registrar

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Lt Col Hayes

Ladies and gentlemen, it is indeed a pleasure for us to have this opportunity to discuss with you today the Community College of the Air Force.

I will briefly summarize the background and status of the Community College of the Air Force and then Bill Wojciechowski, John Bradshaw, and Bob Childs will discuss several aspects of the college in detail.

It is perhaps gratuitious for me to observe with this group that the 60s and, so far the 70s, have been years of excitement in education for all of us. Two years ago on the University of Massachusetts campus, my ROTC office was stormed, and that was exciting. But equally exciting and more profound has been our movement toward an all volunteer force with the implications it has for our in-service educational programs. While we expect a somewhat smaller force, our need for technicians is likely to grow as it will in the civilian sector. Moreover, we will be competing for high school graduates in an era in which a higher education is increasingly desirable and available after high school.

In 1964, one of our political parties' campaign planks included the statement: "Regardless of family financial status, ... education should be open to every boy, or girl in America up to the highest level which he or she is able to master" (4:66). An equally compelling prod has been our knowledge of the consequences of educational underachievement. Henry Steel Commager has declared: "A high school education is now what a grade school education was a generation ago; a college education is little better than a high school education was then. Even now those with only a high school education are at a desparate disadvantage in the marketplace; that disadvantage will grow" (4:13). Changes have also occurred in our approaches to education. The current theme is career education. Last November, for example, the American Association of State Colleges and Universities noted: "Education is not, and should never be, a terminal activity. Opportunities for lifelong learning must be extended to all citizens who are capable of benefiting from instruction" (10:5).

The Air Force has not been immune from these changes. During the past two decades, as our weapon systems and the general state of the american economy have become increasingly complex, so too have our needs for high quality technicians. Ours became a world of every skill, from pole

climbing to laser technology, to space systems operations. In part, our ability to cope with new educational demands was solved by the use of new educational technologies. In part, we relied on an input of highly qualified young women and men, with many of the latter induced by the draft.

In a larger measure we relied on the attractiveness of our educational programs to those young people who wanted to acquire a high technology skill but perhaps lacked the means to do so, or were turned off by traditional four year curricula, or who simply wanted time to sort out their lives. A survey of 41,000 young airmen in 1970 indicated that over 31% of them came into the Air Force because of educational opportunities. Other surveys in 1972 corroborated this finding. Significantly, airmen scoring high on the Armed Forces Qualification Test, our Admissions Aptitude Test, gave educational opportunity as a reason for enlistment more often than did lower ability enlistees (5:1). It is also noteworthy that those least subject to the draft were more attracted by educational opportunity than by other incentives.

These young enlistees, over 90% of whom were high school graduates, were soon repairing complex missile systems, maintaining multimillion dollar aircraft, calibrating precision measuring equipment, and learning to be physicians' assistants.

In fact, a number of studies (6.10) have indicated that as high as 90% of Air Force technical skills have civilian counterparts. Yet, historically too few airmen have been able to advance their education while in the Air Force or to successfully market their skills upon leaving the Air Force. This has tended to make many view their four years in the Air Force as a blank, and as we know, today's youth seem unwilling to wait four years, even in college, before "getting it all together".

Our review of over 3,000 courses being completed by several hundred thousand airmen annually revealed numerous examples of individual excellence. For example, in the Health Care Sciences area, our graduates in some 16 areas were recognized for certification by professional organizations. Other quality indicators, such as results of the Utah Study, were also available. Moreover, comparative test results in a number of areas indicated that Air Force technicians scored as well or better than civilian trained technicians (2). Yet, these same airmen, when leaving the Air Force, often had to barter vigorously for any credit for their training. And they had virtually no documentary evidence to aid them in marketing their skills (7).

Equally disturbing has been the finding that a second major Air Force program, its education services program, was underused. Over 200 education services centers had agreements with some 600 civilian colleges and universities to provide off-duty, voluntary education programs for our personnel. Yet, only about 60,000 out of a force of 600,000 airmen participated. Credit transfer problems, the difficulty of fulfilling residence requirements, and difficiencies in programs between institutions thwarted airmen in Shemya, Alaska, or other sites. Equally frustrating was the general lack of programs relevant to Air Force specialties. Currently, over 50% of airmen entering the Air Force choose their occupational specialty and therefore it can be assumed they would prefer additional academic education related to their interests. Too often, however, our bases offered only four year degrees in education, counseling and guidance, and management simply because these programs were more readily available. Equally disconcerting was the observation that too often we found available programs preparing our airmen for exit rather than for increased occupational competence in the Air Force.

Thus, while individually the many Air Force educational programs were valid, they simply have not been fully used as tools for recruitment, development, and retention of high quality noncommissioned officers for the Air Force. Something has been missing.

That something has been an institution which could harmonize already existing elements of the Air Force educational system and develop career education patterns designed to attract capable people, prepare skilled technicians, hands-on craftsmen, and first level supervisors of the kind of young people we can expect in a zero-draft environment. The administrative headquarters of the Community College of the Air Force was founded at Randolph in April 1972. The college will draw upon already available resources at accredited Air Force schools, and civilian institutions.

Three main goals give purpose and direction to our activities. Our first function is to integrate the on-duty and off-duty education of airmen into consistent, meaningful patterns of career growth toward attainable objectives. Our curricula, while modeled on two-year associate level civilian programs, are unique in that they are specifically related to Air Force specialties and are syntheses of technical education from Air Force courses, related general education from civilian sources, and management education.

All airmen enter the Air Force through basic training. Some 90-95% then attend an accredited Air Force Technical Training school. A few, already possessing skills related to Air Force jobs go into a period of supervised work experience. Thus, each man has first acquired a working technical skill. As he matures, we make available broadening experiences through our education services program on a voluntary basis. Finally, we seek to provide our senior non-commissioned officers with specialized management education. Such work centered curricula which provide for sustained personal and professional growth for each airman have not generally been available heretofore. Bill Wojciechowski will discuss the development of our 77 curricula in some detail in a moment.

Our second goal is to have Air Force education recognized for its full value by those external organizations which set standards for individual qualifications and institutional excellence. As I mentioned earlier, we have long had certification for many of our individual courses. Accreditation of the technical schools is a more encompassing step. We fully recognized that to maximize our students' gain from their education while in the Air Force, we must submit our schools for the same quality inspections which you in your schools undergo, or suffer, as the case may be. John Bradshaw and Bob Childs will discuss our registrar and curriculum exchange functions, both closely related to Accreditation, later.

Our third goal is to improve the educational and career related incentives for recruitment and retention of high quality personnel. This becomes especially vital as we move simultaneously toward zero-draft, toward a smaller force, and into areas of higher technology. I will amplify on this goal in my summary remarks.

Capt Wojciechowski

This is the organizational structure of the Community College of the Air Force. As you can see, it combines distinctive elements of both an Air Force organization and civilian post-secondary educational institutions, for what is, perhaps, the most innovative of military educational programs.

Of particular interest is the Careers Division which consists of eight branches. Each branch as illustrated here, is responsible for an area pertaining to several related specialties. Some have as many as twenty programs, and some, as few as four programs.

An airman's Air Force specialty determines which program he will be following. Each certificate program requires a minimum of 64 semester hours in three areas: (1) technical requirements consisting of a minimum of 24 semester hours, (2) related education requirements consisting of a minimum of 25 semester hours, and (3) management and military science requirements consisting of a minimum of 6 semester hours.

Technical requirements can be satisfied by completing selected Air Force technical training courses. These are supplemented, in some instances by completion of civilian vocational or technical courses.

Related education representing the areas of: Communicative Skills, Mathematics, Science, Humanities, and Social Sciences, must be satisfied by completing courses from accredited colleges or universities. Completion of Air Force basic training will automatically meet the requirements of Physical Education.

Within the eight areas are 77 programs of specialized study which are patterned, to a large extent, after two year programs conducted at your colleges. All Career Education Certificate programs are specifically designed to provide a unified education program accessible to active duty Air Force enlisted personnel.

You will notice that many requirements do not have a CCAF college code designation. This indicates they are to be completed at civilian institutions, thus presenting an opportunity for local colleges to design special purpose courses, such as Inventory Management listed here, which are job relevant in the Air Force and in the civilian community.

Also, the majority of related education requirements depend upon cooperative arrangements with local civilian institutions.

Each major area of the Career Education Curriculum has been developed by a three or four man team of Career Advisors who are specialists in their fields. These teams will periodically reevaluate and update the programs for which they are responsible.

Specifically, Career Advisors: FIRST, analyze and evaluate Air Force technical curriculum in terms of its transferability to civilian fields and the requirements of accrediting, licensing and certifying organizations: SECOND, establish and maintain liaison with civilian standard setting organizations for purposes of certification and licensing: THIRD, develop and update certificate programs which fulfill requirements for immediate employability and occupational growth: and FOURTH, evaluate transcripts and requests for Career Education Certificates to insure that Air Force and civilian courses fulfill requirements of the specific certificate program.

The program development process within the Community College of the Air Force is consistent with its philosophy and in line with trends in both Air Force and civilian occupational education. CCAF intends to focus the educational effort of airmen toward obtaining a high quality, occupationally oriented, career relevant education which will enable them to serve as master technicians and supervisors in their specialties, either in the Air Force or in civilian life.

Air Force occupational requirements are determined from programming documents which indicate numbers of personnel required for specific occupational specialties. Research indicates that 60% - 90% of Air Force occupations have civilian counterparts. Therefore we take into account national requirements as indicated in the Department of Labor's Occupational Outlook Handbook, the latest edition of Industry-Occupation Matrices, (which is another labor publication), the President's Manpower Report and other comparable guides published at the state and national levels.

An assessment of the quality of education required is then made through a review of guidelines such as those found in the USOE Technical Education program series. Curriculum guides published by AACJC are also very beneficial. The ASEE Engineering Technology Education study has been useful

as a means of defining parameters of education for technicians. Guidelines prepared by other agencies such as the International Association of Firefighters and the Texas Commission on Law Enforcement have been studied and incorporated wherever possible to provide the necessary prerequisites for future licensing and certification of CCAF graduates.

Currently, Air Force educational programs for enlisted personnel do not integrate Air Force instruction with related technical/general education available to the airman through a variety of sources. The Air Force provides technical training to approximately 300,000 students per year. Approximately eighty thousand students attend resident technical courses upon entering the Air Force. Additionally, many airmen receive management instruction through a series of non-commissioned officer academies, and specialized instruction from schools such as the School of Aerospace Medicine. Also, there is an extensive system for providing work experience combined with on site instruction through a dual-channel on-the-job-training program, that is, work and home study. Apprenticeship is documented attesting to an individual's ability level to perform skills necessary in a particular specialty.

This instruction is specifically designed to prepare airmen either as technicians or as supervisors. However, no effort is currently made to tie this instruction to programs in related education available from the 600 civilian institutions which are associated with our 200 Base Education Services Centers. Similarly, most programs offered through the Armed Forces Institute (USAFI) are not specifically career oriented.

If these forms of instruction are to be focused toward career relevant education for airmen, program control must be exercised by a central agency. CCAF provides this function for the Air Force. The Careers Division analyzes Air Force instruction to determine which technical courses:

ONE, are at a civilian post-secondary level

TWO, have civilian applicability and/or are occupationally related instead of being exclusively Air Force oriented

THREE, are of sufficient breadth and depth to receive CCAF credit. Subject matter which meets these criteria are evaluated on the basis of 30 contact hours of instruction being equivalent to one semester hour.

Using Air Force instruction as a core, plus guidelines established by USOE and standard setting agencies for two-year, occupationally oriented, associate level programs, a career pattern is constructed. These patterns of instruction are, then, reviewed by the CCAF Policy Council prior to their approval to assure that:

ONE, Career patterns provide for Air Force Occupational needs.

TWO, Career patterns have civilian occupational orientation.

THREE, Career patterns meet the CCAF Curriculum pattern minimum of 64 semester hours.

FOUR, Career patterns satisfy program criteria of accrediting, certifying and licensing agencies.

Advisory panels of Air Force and civilian mix, annually review the programs to assure their consistency with Air Force needs and civilian requirements.

To insure that the certificate programs continue to meet the needs of both the Air Force and civilian employers, studies to evaluate CCAF graduates are to be conducted by the Air Force Human Resources Laboratory and the CCAF Plans and Programs Division. The studies will determine how CCAF programs contribute to the improvement of non-commissioned officer quality in terms of technical skills and knowledge, supervisory competence, utility to employers, acceptability by colleges and universities, and as a recruiting incentive. Feedback from these studies, as well as informal feedback from registrars, surveys, and other sources will enable us to modify and improve the programs.

CCAF depends on the cooperation of civilian institutions. Approximately 55% of the requirements of CCAF certificate programs must be satisfied by completing college courses at civilian institutions. Tuition assistance via the Air Force Education Services program and Veterans Administration allowances help pay most of the educational expenses associated with CCAF programs.

We emphasize the fact that CCAF does not compete with civilian institutions. It provides additional incentives for Air Force personnel and future Air Force veterans to

continue their education, and it depends on civilian institutions to provide a large part of the instruction required by the Career Education Certificate Programs.

Now Major Bradshaw will discuss the CCAF Transcript Service.

Maj Bradshaw

The Community College transcript is a record of each airman's progress toward one of the variations of the Career Education Certificate. It has the incidental benefit that if the airman chooses to leave the Air Force before completing his program, he may take the transcript with him, for consideration toward civilian schooling or toward obtaining licenses, certificates, or other aids to employment. Several of you may have already seen our transcripts.

As Captain Wojciechowski has explained our programs mix Air Force and civilian instruction. This necessitated development and standardization of policies for converting course and completion data on Air Force instruction from Air Force coded systems into statements recordable on the transcript in common denominator terms that would allow a flexible mixing of Air Force and civilian sources.

We began that task over a year ago and invested thousands of hours by technical training personnel and military and civilian education specialists at each school, and at our institution. We have worked out the policies now to translate Air Force coded data into terms used by civilian educational and industrial organizations. Where possible, we have used USOE Handbook VI "Standard Terminology for Curriculum and Instruction in Local and State School Systems", expanding where necessary along similar guidelines. The results of those translations we call the Course Conversion Table.

On the administrative side we took pains to design a flexible responsive system which could handle a large volume of requests for documentation to support placement and counseling, from airmen throughout the world.

We have designed a computer program that is capable of running an existing set of tapes reflecting course completions against another tape carrying the Course Conversion Table. The result is a third tape with our Community College master records.

Through a sophisticated data tape to microfiche system in which the tape data is flashed on a cathode ray tube and photographed, we now have in operation a transcript production capability for the young people who completed an Air Force tech school since January 1968, and sufficient expansion capacity for an indefinite period into the future. We now have 435,000 student records on about 2,000 microfiche. The whole file would fit in a shoebox.

We have established a simple and direct system whereby any airman, anywhere in the world, can arrange for an official embossed transcript of his course work, completed while on active duty, to be sent to any school or agency he may specify. We don't charge for this service.

When we receive a form or a letter from a student we locate his social security number on an index which refers us to his most current transcript on the microfiche. We place that microfiche in the reader printer. With the press of a button we produce the transcript desired. In the meantime no student record is ever put on paper unless and until there is a request for it as a transcript.

Official transcripts, that is those we have been asked to send directly to another institution are embossed in the lower right. We feel that our transcript is essentially unforgable because the cathode ray tube font and special paper would be very difficult to counterfit.

As Col Hayes said, we know that to enhance acceptance of our transcripts and get appropriate placement for Air Force students in other schools that we must participate in the routine regional accreditation process familiar to you all.

Our seven component Air Force campuses are located as indicated; five in the southern area and two in the North Central. So far as we know we are the only Community College that is trans-regional. In December 1972 the Commission on Occupational Education Institutions of Southern Association voted affiliate status for Community

College of the Air Force and five years accreditation for the five schools within their area. The North Central vote on our two schools by the Commission on Higher Education in that area is expected next month.

Evaluation visits were conducted by the respective regions on this schedule.

This professional interaction of military and civilian education was mutually beneficial. We were particularly pleased at the extent to which the evaluators carried off lesson plans curricular materials. (Capt Childs will speak more of that later).

We feel that our affiliation with regional accrediting associations has bridged an artificial gap between the worlds of military and civilian career education. The expected benefits for civilian occupational educators have occured but so far on a small scale. We believe an even greater exchange of methods, materials and policy information will be helpful.

We plan to distribute our catalog automatically to all institutions listed in the USOE Guide to Higher Education. Publication has slipped several times because of contracting and government printing complexities. Latest estimate is that the catalog will be distributed in June 73. In the interim when we send a transcript to another institution we are including extracts from the draft catalog describing every subject appearing on the transcript.

We believe that our transcript, catalog and accreditation efforts all contribute to the mutually desirable improvement of educational placement of servicemen and veterans, and that they will motivate Air Force personnel to a greater interest and participation in education programs in general.

Now Capt Childs will go into further detail about the CCAF curricular exchange function.

Capt Childs

U.S. Commissioner of Education, Sidney Marland, stated, "The need clearly exists for a relatively inexpensive source of effective, continually updated, results-proven vocational technical courses which can be incorporated into most schools on a system basis. Such a resource exists today within the Air Force. The Air Training Command of the U.S. Air Force, in particular, is a massive resource of instructional concepts, techniques, and materials of proven effectiveness in a wide range of vocational-technical skill areas."

The Air Force education system has been operating for many years. Educational techniques employing behavior objectives, which mandate accountable performance, have been developed at taxpayers expense.

Many questions arise from time to time as to the comparability and transferability of this Air Force Training to civilian education. Questions such as:

Can Air Force instructional materials be transferred to civilian schools?

How effective would these materials be?

Would the materials be accepted by the students?

Would switching Air Force technical courses to civilian schools mean big investments in equipment?

Could college technical instructors adapt to the Air Force approach to education?

These are just a few of the questions that officials of the U.S. Office of Education and Vocational-Technical educators from military and civilian life sought answers to in launching a unique study.

The Utah Project, a milestone experimental research project conducted by the Aerospace Education Foundation (an arm of the Air Force Association) for the U.S. Office of Education, confirmed Commissioner Marland's earlier statements.

The project, based on state of Utah requirements and requests, began 6 years ago when Utah educators visited Air Force bases and observed Air Force courses in operation.

With a grant from the U.S. Office of Education, an 18 month research project was conducted in Utah. The project was a joint effort by the Aerospace Education Foundation, Battell Memorial Institute, and selected Utah schools to obtain, field test, and evaluate selected Air Force courses in Utah education institutions.

This research represented the first attempt to systematically explore the feasibility of applying military training experience to civilian education. Although bits and pieces of such programs had been tested before, there had never been a scientifically designed evaluation by an independent research organization with supporting action to structure the program and assess the results.

Educational specialists reviewed the curriculum materials and assessed the feasibility for use in the Utah Education system.

Based on a 10 year projection of Utah manpower needs, state educators selected three courses to field test.

Ninety hours of the Air Force Electronics Principles course was tested out at post secondary technical schools (Utah Technical College at Provo and Salt Lake) and two and four year colleges (Weber State and Dixie).

A 30-hour segment of the Air Force Medical Specialist course was tested out at Utah Technical College in Salt Lake.

The wheels and brakes portion of the Aircraft Maintenance course of 60 hours was tested out at Utah State University at Logan.

Conclusions, supported by empirical data and independent evaluation of the project, indicated that the use of Air Force techniques and materials resulted in student performance and retention as good or better, in each instance, than student performance resulting from the use of conventional techniques and materials. Furthermore, the evaluation showed that both students and teachers preferred the Air Force materials.

USOE, recognizing the significance of this project, awarded the Aerospace Education Foundation follow-on contracts for the first three phases of the endeavor, now known as Project Air Force.

Phase I of the project has been completed. In this effort, the Aerospace Education Foundation produced for the U. S. Office of Education an Inventory of Air Force courses which would be readily adaptable to civilian schools. Special attention was given to Air Force materials in "emerging occupations.

The Aerospace Education Foundation Inventory presents vital statistics on 82 selected vocational-technical courses covering 27 career fields. Courses range in length from 29 hours to 1,259 and cover a broad spectrum of vocational-technical education.

The objectives of Phase II of the project were two-fold:

(1) To master or reproduce eight Air Force courses; demonstrate them and prepare them for dissemination to requesting education institutions;

(2) to establish a system that would enhance reviewing of the courses in a minimum amount of time and with a minimum amount of equipment.

The following courses are now available from the Aerospace Education Foundation at cost.

a. Auto/Truck Mechanic

b. Medical Service Fundamentals

c. Nurse's Aide

d. Food Inspector

e. Structural Engineering Assistant

f. Aircraft Maintenance Fundamentals

g. Apprentice Carpenter

h. Electronics Principles

Only a video-tape player and a microfiche reader are needed to preview any courses duplicated during the project.

The objective of Phase III of the project was "to develop and field test, in an actual classroom setting, a course of instruction specifically designed for vocational-technical educators, both administrators and teachers, on the effective use of criterion-referenced materials, utilizing existing resources to a maximum in the course design". Data assembled during the literature search indicated that no such course existed in the United States and that such a course would make a major contribution to education. Dr. Robert Mager, Director of Research for the Foundation, was responsible for the course design, tryout, evaluation, refinement, and field test.

The Community College of the Air Force has been working with the Aerospace Education Foundation to develop plans for the dissemination and implementation of Air Force materials into the civilian community. CCAF and the Aerospace Education Foundation, in cooperation with the Southern Association of Colleges and Schools Commission on Occupational Education Institutions, are in the process of developing an Instructional Systems Design Conference which will focus on obtaining, developing, and using technical curriculum materials. Additionally, CCAF is considering developing plans to conduct teacher training institutes demonstrating the use of criterion-referenced instructional techniques developed in Phase III of Project Air Force.

To date, there has been a steady flow of requests for the eight instructional systems packaged by the Aerospace Education Foundation. In the future, the foundation hopes to be able to duplicate the remaining 74 courses in the inventory and make them available to the public at minimal cost for reproduction and handling.

Thus, it appears that the greatest impact on occupational education based on the experimental Utah Project still lies in the future.

Summary - Lt Col Hayes

Ladies and Gentlemen, it seems clear to us that with the demise of the draft, the time has come to consider that the Air Force represents a working environment in which individuals can pursue real career opportunities on a purely voluntary basis. But since the Air Force community is worldwide, we must have programs relevant to individual airmen's jobs and available anywhere so our airmen can continue their programs when reassigned.

We believe that the Community College of the Air Force can help us attract young people of high quality and that, through the programs we have designed, they can achieve a rewarding career in the Air Force whether they stay for four years or thirty. Moreover, we believe our programs will stimulate enrollments in civilian colleges which otherwise would not occur. Recently, we surveyed some 20,000 airmen in all occupational fields and asked this question: If you attended a technical training course of approximately 20 weeks and were awarded 20 credit hours applicable to a college degree at the associate level, would you be willing to follow a program of off-duty study to earn the Associate Degree? 74% replied yes, If I were interested in a field related to the 20 hours of credit I got for technical training. 18% replied yes, even if I were not interested in the field I received my technical training in; only 8% replied no, I would not want to participate in off-duty education. As an interesting comparison, some 42% of the group surveyed said they planned to take off-duty college courses when they enlisted. Yet, only about 10-15% currently do.

We believe that although the Community College does not offer a degree, there is a substantially higher number of airmen than are now participating in off-duty education who will do so if they can receive appropriate credit for their technical training, and if there are relevant job related programs available and if we publicize the availability of these programs. Your cooperation in this venture can assure that such programs are available and understood.

In closing, may I refer to the December Chronicle of Higher Education which included the text of an 'Agenda for National Action Adopted by the Junior College Assembly', In discussing who the future students in community and junior colleges would be the article mentioned: "High school

students ..., holders of B.A. Degrees ..., mature citizens and older citizens ..., women of all kinds ..., and veterans and servicemen preparing for return to civilian life (8:4). Ladies and gentlemen, may I encourage you to add a sixth group: active duty airmen who desire to participate in our career education programs. As of June last year, only 14% of our 600,000 enlisted force had any civilian college work and most of those with college are our younger airmen. We are pleased that our Education Services programs have improved greatly in recent years and that much of this improvement has been due to support from AACJC. With your continued support and understanding of the CCAF, we can revolutionize our approaches to education, and insure that every airman has an opportunity to advance as far as his or her abilities will allow. This opportunity is, we believe, the key to our obtaining and developing a quality enlisted force.

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